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To: Office of the Governor
Clerk of the Legislature
Education Committee of the Legislature

From: Brian L. Maher, Ed.D. *BLM*

RE: Priority School Progress Report

Date: December 20, 2024

As required by Nebraska Revised Statute 79-760.07, this report provides an annual update on all schools designated as priority schools for the 2023-2024 school year. The overall report includes the name of the school, the grades included in the priority school designation, the name of the school district, the years for which the school was designated a priority school, a summary of the progress plan, and the level of progress as indicated by the measurable indicators.

The table below provides a quick snapshot of current priority schools, their grades, their corresponding district, year of initial identification, and years in status.

School	Grades	District	Initial identification	Current status
Isanti High School	9-12	Isanti Community Schools	June 2019	In Year 5*
Isanti Middle School	6-8	Isanti Community Schools	December 2015	In Year 8*
Isanti Elementary School	Pre-K-5	Isanti Community Schools	June 2019	In Year 5*

**In May 2021, the State Board of Education voted to exempt the 2019-20 school year in the Priority School timeline due to the continuing impact of the COVID-19 pandemic and the suspension of statewide assessment and accountability classifications.*

For more information, please contact Shirley Vargas, Ed.L.D., School Transformation Officer, via phone (402-326-5371) or email (shirley.vargas@nebraska.gov).

Priority School Progress Plan

Each priority school under AQuESTT (A Quality Education for Today and Tomorrow), Nebraska's accountability system for public schools and districts, is required to submit a Progress Plan for approval by the State Board of Education (N.R.S. 79-760.07) The purpose of the Progress Plan is to identify goals and areas for growth and improvement; measurable indicators of progress; strategies and actions to achieve improvement; associated timelines and resources; and, evidence to monitor progress. The Progress Plan will serve as the primary improvement plan for the priority school and will also be part of the continuous improvement plan for the district in which the priority school is located (92 NAC 10, Section 009.01B2).

The Progress Plan is organized by school improvement goals and improvement actions. Each school improvement goal is supported by a set of strategies specifically designed to achieve the goal. Additional information (e.g., school data, reports, current improvement plans) may also accompany the Progress Plan to provide rationale for improvement goals and to document progress efforts in presentations to the Nebraska State Board of Education.

Qualitative and Quantitative Review of Progress Plan

Each Priority School engages in a qualitative and quantitative evaluation of its Progress Plan annually. The review is led by the Nebraska Department of Education (NDE) Intervention Team in consultation with the priority school leadership team. On the pages that follow, there is a summary of the improvement goals, connections to district-wide goals/priorities, and an assessment of progress made.

Additional quantitative data for each priority school for each year in status can be found on the [Nebraska Education Profile](#).

Legend

Below is a list of acronyms or initialisms of commonly used terms in this report.

- ACT – American College Testing
- DIBELS – Dynamic Indicators of Basic Early Literacy Skills
- ELA – English Language Arts
- MAP – Measures of Academic Progress
- NSCAS – Nebraska Student-Centered Assessment System
- PLC – Professional Learning Community
- CSI – Comprehensive Support and Improvement

Isanti High School
(pages 1-10)

Priority School:	Isanti High School
District:	Isanti Community Schools
Years in Status:	5 (2019-2020*; 2020-2021; 2021-2022; 2022-2023; 2023-2024)
Grades Served:	9 - 12

Isanti Middle School
(pages 11-18)

Priority School:	Isanti Middle School
District:	Isanti Community Schools
Years in Status:	8 (2016-2017; 2017-2018; 2018-2019; 2019-2020*; 2020-2021; 2021-2022; 2022-2023; 2023-2024)
Grades Served:	6 - 8

Isanti Elementary School
(pages 19-29)

Priority School:	Isanti Elementary School
District:	Isanti Community Schools
Years in Status:	5 (2019-2020*; 2020-2021; 2021-2022; 2022-2023; 2023-2024)
Grades Served:	Pre-K - 5

The following document includes a reporting summary of the measurable indicators for each school. Red highlights indicate severe risk and area of concern; yellow highlights indicate moderate risk and area of concern, and green highlights indicate completed and met. The report also contains qualitative updates for strategies and structures implemented by the school teams.

Isanti High School Priority School Progress Plan - Reporting Summary

Category	Measure	Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY (May 31)
Academics	Isanti High School will implement High Quality Instructional Materials in ELA & Math by the end of 2023-2024 School Year.	Qualitative Report + INTP Monthly Observation	N/A	On Track	On Track	Met: ELA Did not meet: Math
	Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.	Qualitative monthly report	N/A	Under Development	On Track	Complete
	Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness by the end of 2023-2024 School Year.	Qualitative monthly report	N/A	Under Development	Plan Created	Complete
Attendance	9-12: Reduce chronic absenteeism by 10% (from 100% →90%) in the 2023-2024 School Year. [First day of school: August 7, 2023] [171 school days]	<90%	9-12: Reduce chronic absenteeism by 10% (from 100% →90%)	67% (37/55 students)	63% (37/60 students as of 1/11/24)	77% (49/64 students)
Graduation Rate	Isanti High School will reach at least 90% graduation rate for 2023-2024. <i>CSI Goal: The Combined 7-Year Graduation Rate at Isanti will be at least 79% by the end</i>	90%	100% (from AQuESTT)			100% Estimated Four Year Graduation Rate (pending)

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	<i>of the 2024-2025 School Year.</i>				AQUESTT (17/17 seniors)	
Staff Development	Isanti High School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.	Qualitative Report	N/A	On Track	On Track	Did Not Meet- teachers not consistently attending coaching sessions (though monthly PD still occurring)
School Culture & Climate	Isanti High School will administer survey to staff tri-annually, and bi-yearly surveys to students and families to understand their experiences related to the vision of the school.	Staff Survey Report Family Survey Report Student Survey Report	N/A	On Track	On Track	Complete
	Isanti High School will host monthly family nights to build relationships with caregivers and stakeholders.	Qualitative Report	N/A	On Track	On Track	Complete

Strategies and Structures

Academic School Improvement & Staff Development Strategies

Strategy	Data Source	BOY Status	MOY Update	EOY Update
<p>Implement Odell & Open Up Resources for Tier I instruction with coaching and feedback structures for continuous improvement. These may include curriculum-based professional learning structures for teachers such as unit and lesson internalization, data analysis, and practice.</p>	<p>TNTP Monthly Observation</p>	<p>After beginning of year observations from TNTP staff:</p> <ul style="list-style-type: none"> All teachers were using the appropriate HQIM for the content observed We saw an average rating on the Core Rubric of 2 in the elementary school, with the highest score being Essential Content and the lowest being student ownership and demonstration of learning <p>100% of core content teachers are engaging in coaching cycles with a TNTP coach</p>	<p>After middle of year observations from TNTP staff:</p> <ul style="list-style-type: none"> All teachers were continuing to use the appropriate HQIM for the content observed We saw an average rating on the CORE Rubric of a 2.13, which demonstrates consistent growth over the semester. The highest score was in Culture of Learning and the lowest score being in Student Ownership. <p>100% of core content area teachers are continuing to engage in a coaching cycle with a TNTP coach that has included video observations, feedback, and lesson planning.</p> <p>Professional Development in Semester 1 included:</p>	<p>Both ELA and Math classes that have access to HQIM are now implementing at least some aspects in their high school classrooms, through to varying levels of effectiveness.</p> <p>By the end of the year, we saw inconsistent implementation in HS ELA from the curriculum mostly due to teacher disinvestment in utilizing the curriculum chosen versus teacher found materials online. In a typical observation we saw that the novel from the curriculum was being used, but the activities and tasks from the curriculum lesson plan were not being utilized. This led to below grade level work being given to students in class.</p> <p>In Semester 2 we have seen CORE rubric ratings decrease over the course of Jan-April observations. This can mostly be attributed to:</p> <ul style="list-style-type: none"> Decrease in ELA observation scores due to lack of curriculum utilization and therefore lower level work and not strong instruction taking place Lack of meaningful instruction taking place in social studies classes HS Math was not observed during Feb/March due to teacher absence



<p>Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.</p>	<p>Qualitative Report</p>	<p>Plan is being drafted on creating and implementing an ACT Prep program</p>	<p>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</p> <ul style="list-style-type: none"> ● OUR Curriculum Training ● Secondary Science of Reading Literacy Best Practices ● Building a Classroom Culture as a Warm Demander ● 4 Step Model-Clear What to Do Directions, Positive Narration, Redirection, Relationships 	<p>Semester 2 Coaching has been inconsistent. All high school teachers are assigned to work with a TNTP coach but there has been documented infrequency with attendance to coaching meetings. March saw a slight increase in attendance for some teachers but was inhibited by school closings and absences.</p> <p>Professional Development in Semester 2 has included:</p> <ul style="list-style-type: none"> ● Unit Unpacking and Planning ● Three Part NWEA training series <ul style="list-style-type: none"> ○ Part 1: What is MAP? ○ Part 2: Interpreting MAP data ○ Part 3: Planning for Instruction ○ Part 4: Student Goal Setting ● End of Year Planning
			<p>The ACT date for the juniors has been confirmed for March 26th. From January to March, our main goals will be to create a strong student investment plan for teachers and students and identify and roll out an ACT prep program for students.</p> <p>An ACT prep program has been pre-identified, since it is something the school has used in the past. If we do intend to go</p>	<p>100% of juniors participated in taking the ACT this year, an improvement from last year.</p> <p>This year, 14% of ACT assessments taken were proficient, an increase from 0% last year.</p> <p>The students have been engaging in an ACT prep program, "On to College" that is led by the content teachers, since the beginning of February.</p> <p>As additional prep, students took a full ACT practice test in March.</p>



<p>Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness.</p>	<p>Curriculum-Based Unit Assessments Grading Structures</p>		<p>with that we will create a strong structure to be able to roll this out to students and support them in completing it.</p>	
			<p>All High School math and ELA classes have been giving the curriculum based assessments and tracking the data here. As expected we are not seeing strong mastery as of now, but our goal is to first give the assessment as written for students to complete independently, grade and track the data so we can see raw mastery scores, and then use the data to actually make informative decisions about the curriculum. We are still on Step 1 and 2 of this, and looking to move to Step 3 in Semester 2.</p> <p>We have met to begin the initial discussion on creating a standardized grading policy for the high school, with the ultimate goal of being able to clearly communicate to a parent or a student what an A/B/C, etc. means at Isanti. We have already gathered some grading</p>	<p>The High School instructional leaders made the decision to administer the NWEA assessment in 9-11th grade to have a standard measure of growth for all high school students. High School students took an initial test in January and administered the end of year assessment in April to measure growth across this year. Students take NWEA for Math, English, and Science.</p> <p>Isanti has utilized support from ESU 1 to support staff in a multipart training series where they have learned about the purpose of the assessment, how to administer the assessment, and how to interpret the data to make improved instructional decisions in their classrooms.</p> <p>Throughout the second semester, TNTP has worked with Isanti to begin planning for implementation of a standardized grading policy for next school year. This is meant to address a couple of gaps:</p> <ul style="list-style-type: none"> • Inconsistent grading practices across different contents/teachers in high school • Grades not accurately communicating to students and families student mastery of grade level content • Lack of clarity on what the grading expectations are at the school



			<p>examples from other schools in Nebraska, and also nationally. The high school leadership team has a weekly meeting set up to continue to revisit this plan, with the timeline goal of having a clear grading policy to roll out and use next year. We are planning to take the semester to develop it so that we can ensure we are getting teacher, student, and family feedback before anything is finalized.</p>	<p>School leadership as well as teachers have engaged in ongoing discussions and planning for what the proposed grading policy should be (including aspects like grading categories, late work, curving, and revision policies). A final proposed grading policy is drafted and ready to be presented at the next school board hearing to be approved to implement next year.</p>
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School Culture & Climate Strategies, Including Attendance				
Strategy	Data Source	BOY Status	MOY Update	EOY Update
<p>Develop attendance monitoring and intervention team that includes key stakeholders and identifies mechanisms for engagement, support, and building community investment in student attendance. Team: Superintendent, Principals, Truancy</p>	<p>Monthly chronic absenteeism prediction</p>	<p>Weekly attendance meetings have been started with the Attendance team As of 9/13, the elementary school has 33% of students meeting attendance expectations</p>	<p>We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. As part of that time, we have also been reviewing the policies that were already approved and in the student handbook to determine how to best uphold those policies, including</p>	<p>TNTP and the Attendance team have continued weekly attendance meetings to review the attendance data and action plan and continue to discuss and update school policies related to attendance. By having a consistent pulse on the chronic absenteeism data, the leadership team was able to intervene early and often when we saw significant changes in attendance rates for specific schools or students. Across the year those interventions have included remote</p>



<p>Officer, Dean of Students, Operations Coordinator</p>		<p>change managing anything that hadn't been happening consistently.</p> <p>As of 12/6, the high school had a chronic absenteeism rate of 67%, which is currently below their target of 90% this year and an overall 33% decrease in chronic absenteeism from last year.</p> <p>As the high school leadership saw the attendance numbers each week, we reflected on the need for some proactive interventions. The high school team has put in place a makeup structure (afterschool daily and some Sundays) which students can use to complete work they missed when they were absent. The hours that they are present for makeup time can then be counted as instructional time that they had been missing.</p>	<p>learning days for students when weather has warranted closing school, repurposing staff PD days as attendance makeup days, proactively communicating with families about student absences, and providing more medical supports (COVID tests, etc.) when we saw illness be a driver of chronic absenteeism.</p> <p>As of 3/27, the high school school had a chronic absenteeism rate of 79%, which is currently below their target of 90% this year and an overall 21% decrease in chronic absenteeism from last year.</p> <p>Knowing the chronic absenteeism rate in the high school is higher than ideal, the high school team worked to implement more creative strategies to support with making up instructional minutes that students were missing, specifically implementing attendance makeup time afterschool from 3:30-4:30 daily and on some weekends, led by the admin team. During this time, students make up work that they are missing from their classes and are able to count that time toward their daily attendance. We have seen some progress, specifically during the winter months with this initiative for some students.</p> <p>We have started to reflect on successes and challenges of the high school attendance interventions from this year to plan for next</p>
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<p>Create a leadership reflection structure that analyzes staff feedback on leadership, systems, their development in order to improve school climate.</p>	<p>Survey</p>	<p>The staff survey questions have been drafted</p> <p>The first survey will be given to staff to take on the October all staff PD day</p>	<p>The first of 3 scheduled surveys were given to staff in October to get their perception on how the school year is going and their satisfaction with the priorities of the school.</p> <p>Staff were asked questions based in research of best education practices and environments regarding:</p> <ul style="list-style-type: none"> ● Leadership ● Instruction & Curriculum: Professional Development ● Coaching Supports ● Staff Satisfaction & Intent to Return ● Investment in Indigenizing Practices ● Holding High Expectations for Students ● 1x: Clarity in roles (paraprofessionals) <p>The principals were shared on the high level response rates of the survey as well as</p>	<p>year, specifically considering what is motivating for high school students to attend school, creating strong teacher/student relationships when students have 4-6 different teachers they see across the day, and addressing the high number of partial absence days.</p> <p>Across this year, the leadership team gave 3 staff surveys around the same year-long priorities to get staff feedback consistently. The leadership team reviewed the data after each survey administration to determine what is working, what needs to change, and what leader actions need to happen to respond to staff feedback.</p> <p>Based on staff feedback around wanting to be more involved in decision making at the school, the principals started holding teacher focus groups centered around key decisions (curriculum implementation, grading policy, etc.). This ensured that teachers had a space to get information before any decisions were made and give their input and feedback. Principals were then able to use teacher input and perspective when making their decisions.</p> <p>We did see some significant dissatisfaction in the high school staff surveys with various aspects--this did lead to higher staff turnover. The leadership team took this data and has</p>
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<p>Work with educators to Indigenize practices and content such that student identity is reflected in their experience.</p>	<p>Weekly Meetings with Consultants Monthly Development Opportunities</p>	<p>The school has partnered with a consultant, Leah Redwing, to meet with teachers on a consistent basis to talk about best practices to indigenizing curriculum, as well as creating a bank of resources for teachers to use.</p>	<p>overall trends in the comments. We held a reflection on the survey results to identify areas of strength, areas of growth and root causes, and next step leader actions to address the feedback. Here is a link to the survey report that was given to the local school board</p>	<p>started to reflect on how they could better support their teachers and build stronger admin/teacher relationships. There needs to be continued reflection and planning on this over the summer.</p>
<p>Work with educators to Indigenize practices and content such that student identity is reflected in their experience.</p>	<p>Weekly Meetings with Consultants Monthly Development Opportunities</p>	<p>The school has partnered with a consultant, Leah Redwing, to meet with teachers on a consistent basis to talk about best practices to indigenizing curriculum, as well as creating a bank of resources for teachers to use.</p>	<p>Leah Thomas continued her work with the High School staff through the first semester. Key areas of focus during the first semester have been:</p> <ol style="list-style-type: none"> 1. Creating a digital archive of resources for each content 2. Coordinating cultural learning field trips for students 3. Providing feedback and guidance for teachers as they work to indigenize their curriculum <p>Linked here are her monthly reports on her work</p>	<p>Leah Thomas continued work with the school in a limited capacity during Semester 2 based on school board renewal of her contract. She focused her time in Semester 2 supporting students in indigenous art, specifically in jewelry making, visual art, and independent study. She partnered directly with the art teacher to implement these with students.</p>
<p>Create positive student experiences and routines such as culture-based gatherings, opportunities to connect with Elders in the community, and</p>	<p>Qualitative Report</p>	<p>A weekly Monday morning gathering and a weekly ending gathering was built into the daily schedule. This allows all students in the</p>	<p>overall trends in the comments. We held a reflection on the survey results to identify areas of strength, areas of growth and root causes, and next step leader actions to address the feedback. Here is a link to the survey report that was given to the local school board</p>	<p>started to reflect on how they could better support their teachers and build stronger admin/teacher relationships. There needs to be continued reflection and planning on this over the summer.</p>



<p>connecting learning to post-secondary goals.</p> <p>Develop leadership team systems to engage with the community, reflect on feedback, and improve community perceptions of the school's climate and effectiveness. Team: Superintendent, Principals, Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator</p>	<p><u>Monthly events & Bi-annual Survey</u></p>	<p>community to take place in a culture-based gathering that opens and closes each week.</p> <p>The leadership team has planned all community events for the semester</p> <p>The first community event will be held on September 20th</p>	<p>The leadership team has been holding monthly community events at the school (see below for a list of the Semester 1 events).</p> <p>In December, the school leadership team presented on the current "State of the School" on December 7th. This was open to all community members and overall we saw a really strong turn out.</p> <p>In addition to the monthly events, we also put out a survey to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have. We had 54 responses and will be sharing the data with the Isanti leadership team in January to do a similar review process to the staff survey.</p> <p>The leadership team is working on creating a Semester 2 calendar of monthly community events as well.</p>	<p>The leadership team has been holding monthly community events at the school (see below for a list of the Semester 2 events). The school leadership team has prioritized proactive communication for all family events to ensure that the community is aware and invested in the events that the school is holding and feel welcome to attend. This is the most consistent that the school has held community and family events, focusing on building trust and investment between the school and families.</p> <p>In addition to the monthly events, the 2nd family survey was given to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have. This time we only had 29 responses; the school leadership team is working on additional events to offer the survey to increase participation.</p>
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Isanti Middle School Priority School Progress Plan - Reporting Summary

Category	Measure	23-24 Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY (May 31)
Academics	6-8: Percent of students meeting "On Track" or "Advanced" on NSCAS (ELA) by End of Year	15%	16% (6/36 Assessments)	10% (4/41 6-8)	15% (6/41 students)	21% (8/39 students)
	6-8: Percent of students meeting "On Track" or "Advanced" on NSCAS (Math) by End of Year	15%	5% (2/36 Assessments)	7% (3/41 6-8)	0% (0/41 6-8)	0% of students scoring above the 60th percentile; cut scores will be released in August by NDE
Attendance	6-8: Reduce chronic absenteeism by 10% from prior year (at time of plan creation, 80% was estimated, once determined it was 72%, a 10% reduction is 65%)	< 70%	72% (32/44 students)	37% (15/41 Students)	46% (19/41 students as of 1/11/24)	56% (23/41 students)
Staff Development	In the 2023 -2024 school year, Isanti Middle School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.	Qualitative Report	N/A	On Track	On Track	Complete

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	<p>In the 2023 -2024 school year, Isanti Middle School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.</p>	<p><u>Qualitative Report + INTP Monthly Observation</u></p>	<p>N/A</p>	<p>On Track</p>	<p>On Track</p>	<p>Complete</p>
<p>School Culture & Climate</p>	<p>In the 2023-2024 school year, Isanti Middle School will administer survey to staff tri-annually, and bi-yearly surveys to students and families to understand their experiences related to the vision of the school.</p>	<p><u>Staff Survey Report</u> <u>Family Survey Report</u> <u>Student Survey Report</u></p>	<p>N/A</p>	<p>On Track</p>	<p>On Track</p>	<p>Complete</p>
	<p>In the 2023 -2024 school year, Isanti Middle School will host monthly family nights to build relationships with caregivers and stakeholders.</p>	<p><u>Qualitative Report</u></p>	<p>N/A</p>	<p>On Track</p>	<p>On Track</p>	<p>Complete</p>

Strategies and Structures

Academic School Improvement & Staff Development Strategies				
Strategy	Data Source	BOY Status	MOY Update	EOY Update
Implement CKLA & Open Up Resources for Tier I instruction with coaching and feedback structures for continuous improvement. These may include curriculum-based professional learning structures for teachers such as unit and lesson internalization, data analysis, and practice.	TNTP Monthly Observation	<p>After beginning of year observations from TNTP staff:</p> <ul style="list-style-type: none"> All teachers were using the appropriate HQIM for the content observed We saw an average rating on the Core Rubric of 1.75 in the elementary school, with the highest score being Essential Content and the lowest being student ownership and demonstration of learning <p>100% of core content teachers are engaging in coaching cycles with a TNTP coach</p>	<p>After middle of the year observations from TNTP staff:</p> <p>Middle school remained consistent from September to December with ratings on the Core Rubric.</p> <p>100% of core content area teachers are continuing to engage in a coaching cycle with a TNTP coach that has included video observations, feedback, and lesson planning.</p> <p>Professional Development in Semester 1 included:</p> <ul style="list-style-type: none"> OUR Curriculum Training Secondary Science of Reading Literacy Best Practices Building a Classroom Culture as a Warm Demandar 4 Step Model-Clear What to Do Directions, Positive Narration, Redirection, 	<p>All Math teachers are utilizing OUR and Zearn for Core Instruction. Both curriculums are aligned to one another and teachers are selecting resources that will support high quality instructional delivery.</p> <p>Post the March on site visit Teachers will begin utilizing more videos from Zearn to support Whole Group Instructional Delivery</p> <p>All Math teachers are engaged in Coaching Cycles with a TNTP coach. Coaches are working with teachers on strong lesson internalization practices to prepare for strong and intentional lesson delivery.</p> <p>We ended the year with CORE Rubric Ratings of 2.67/4, the highest ratings they received all year!</p>



<p>Adopt Zearn, Boost and Burst as aligned interventions for instructional coherence, using a daily scheduled intervention time for all students.</p>		<p>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</p>	<p>Relationships</p>	
<p>Zearn Data Burst Data</p>	<p>Math intervention blocks have been started for all 6-8 classes, with Zearn being utilized for Math intervention. For ELA intervention, 6th grade will be doing small group Burst interventions. 7th and 8th grade will be using the Quill computer program for grammar.</p>	<p>100% of 6-8 classrooms are using Zearn and completing an average of 1.36 lessons per week, which is a .30 improvement from 2 months ago. Burst ELA interventions will begin January. All 6th graders have been tested and placed into groups. Students 6-8 are utilizing Boost for extra reading comprehension enrichment practice during the ELA intervention block.</p>	<p>Zearn - students have greatly increased the amount of lessons completed each week as evidenced by full week day completion rates. This offers students more exposure to on grade-level math assignments that complement the work they are doing in core instruction. First semester averaged: .76/3 lessons per week Second semester averaged: .77/3 lessons per week Boost - 6th teachers are using boost weekly; this program differentiates reading strategies and instructional support for individual students. Teachers and students find the program to be helpful. 6th grade also meets individually with each student to discuss progress on reading strategies, based on Boost data. We decided to not use Burst for MS and instead continue use with Boost as the main form of intervention and supplemental learning</p>	<p>After each testing cycle of MAP and NSCAS, teachers met with each individual student and created goals for students to work toward. These</p>
<p>Create a data cycle for student outcomes using curriculum-based</p>	<p>Quarterly Data Reports Curriculum Data</p>	<p>All students have been assessed on NSCAS for their beginning of year</p>	<p>After each unit in ELA and math teachers input their data into a tracker and reflect on student</p>	



assessments as well as MAP, NSCAS, and DIBELS.	Structures K-12 Unit Data Tracker	data Teachers have also started using a summative assessment tracker to be used every time they give a math or ELA summative assessment from the curriculum	outcomes. They then devise a plan to spiral instruction or reteach based on results from assessments. During my weekly coaching meetings with the campus K-8 coach we discuss unit assessment data and where students are in relation to our MOY and EOY goals.	were held 1:1. All staff also met with Cindy and Dena to discuss progress and areas to focus on. They also discussed differences in skills addressed in state tests that are not always covered in the curriculum at that time of year and how to address those gaps. Each teacher created a plan to address these.
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School Culture & Climate Strategies, Including Attendance				
Strategy	Data Source	BOY Status	MOY Update	EOY Update
Develop attendance monitoring and intervention team that includes key stakeholders and identifies mechanisms for engagement, support, and building community investment in student attendance. Team: Superintendent, Principals, Truancy	Monthly chronic absenteeism prediction	Weekly attendance meetings have been started with the Attendance team As of 9/13, the elementary school has 65% of students meeting attendance expectations	We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes,	TNTP and the Attendance team have continued weekly attendance meetings to review the attendance data and action plan and continue to discuss and update school policies related to attendance. By having a consistent pulse on the chronic absenteeism data, the leadership team was able to intervene early and often when we saw significant changes in attendance rates for specific schools or students. Across the year those interventions have included remote learning days for students when weather has warranted closing school,



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<p>Officer, Dean of Students, Operations Coordinator</p>			<p>and setting next steps for each school. As part of that time, we have also been reviewing the policies that were already approved and in the student handbook to determine how to best uphold those policies, including change managing anything that hadn't been happening consistently.</p> <p>As of 12/6, the middle school had a chronic absenteeism rate of 53%, which is currently below their target of 70% this year and an overall 27% decrease in chronic absenteeism from last year.</p> <p>There has consistently been rewards and incentives for students with strong attendance, and teachers have taken a leading role in reviewing the data and choosing a student to work with each month to help improve attendance.</p>	<p>repurposing staff PD days as attendance makeup days, proactively communicating with families about student absences, and providing more medical supports (COVID tests, etc.) when we saw illness be a driver of chronic absenteeism.</p> <p>Ending this school year, the middle school reduced their chronic absenteeism rate to 56%, meeting their yearly target and is a 16% reduction from last year.</p> <p>We have started to reflect on successes and challenges of the middle school attendance interventions from this year to plan for next year, specifically considering what is motivating for middle school students to attend school and creating strong teacher/student relationships when students have 4-6 different teachers they see across the day.</p>
<p>Create a leadership reflection structure that analyzes staff feedback on leadership, systems, their development in order to improve</p>	<p>Survey</p>	<p>The staff survey questions have been drafted</p> <p>The first survey will be given to staff to take on the October all staff PD day</p>	<p>The first of 3 scheduled surveys were given to staff in October to get their perception on how the school year is going and their satisfaction with the priorities of the school.</p>	<p>Across this year, the leadership team gave 3 staff surveys around the same year-long priorities to get staff feedback consistently. The leadership team reviewed the data after each survey administration to determine what is working, what needs to change, and what leader actions need to happen to</p>



<p>school climate.</p>			<p>Staff were asked questions based in research of best education practices and environments regarding:</p> <ul style="list-style-type: none"> ● Leadership ● Instruction & Curriculum: ● Professional Development ● Coaching Supports ● Staff Satisfaction & Intent to Return ● Investment in Indigenizing Practices ● Holding High Expectations for Students ● 1x: Clarity in roles (paraprofessionals) <p>The principals were shared on the high level response rates of the survey as well as overall trends in the comments. We held a reflection on the survey results to identify areas of strength, areas of growth and root causes, and next step leader actions to address the feedback.</p> <p>Here is a link to the survey report that was given to the local school board</p>	<p>respond to staff feedback.</p> <p>Based on staff feedback around wanting to be more involved in decision making at the school, the principals started holding teacher focus groups centered around key decisions (curriculum implementation, grading policy, etc.). This ensured that teachers had a space to get information before any decisions were made and give their input and feedback. Principals were then able to use teacher input and perspective when making their decisions.</p> <p>Another big success from being intentional about getting and responding to staff feedback was the overall high retention rate of staff. In the middle school, there is only 1 teacher not returning.</p> <p>The leadership team also reflected on how they could better support their teachers, specifically with building stronger culture in their classrooms. This led to discussion around school wide student culture policies and will be a focus for summer work.</p>
<p>Work with educators to Indigenize practices and content such that student identity is</p>	<p>Weekly Meetings with Consultants Monthly Development</p>	<p>Under development - school pursuing coaching structures for Indigenizing practices in K-8 to</p>	<p>Indigenizing practices work currently focused on High School.</p>	<p>Indigenizing practices work currently focused on High School.</p>



reflected in their experience.	Opportunities	supplement HS.		
<p>Develop leadership team systems to engage with the community, reflect on feedback, and improve community perceptions of the school's climate and effectiveness.</p> <p>Team: Superintendent, Principals, Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator</p>	<p><u>Monthly events</u> & Bi-annual Survey</p>	<p>The leadership team has planned all community events for the semester</p> <p>The first community event will be held on September 20th</p>	<p>The leadership team has been holding monthly community events at the school (see below for a list of the Semester 1 events).</p> <p>In December, the school leadership team presented on the current "State of the School" on December 7th. This was open to all community members and overall we saw a really strong turn out.</p> <p>In addition to the monthly events, we also put out a survey to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have. We had 54 responses and will be sharing the data with the Isanti leadership team in January to do a similar review process to the staff survey.</p> <p>The leadership team is working on creating a Semester 2 calendar of monthly community events as well.</p>	<p>The leadership team has been holding monthly community events at the school (see below for a list of the Semester 2 events). The school leadership team has prioritized proactive communication for all family events to ensure that the community is aware and invested in the events that the school is holding and feel welcome to attend. This is the most consistent that the school has held community and family events, focusing on building trust and investment between the school and families.</p> <p>In addition to the monthly events, the 2nd family survey was given to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have. This time we only had 29 responses; the school leadership team is working on additional events to offer the survey to increase participation.</p>

Isanti Elementary School Priority School Progress Plan - Reporting Summary

Category	Measure	23-24 Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY (May 30)
Academics	K-2: Percent of students scoring above 40th percentile on MAP (ELA)	20% (11/54 Students in K-2)	13% (6/45 students K-2 ended 40%+)	6% 3/54 students	9% 5/54 students	58% 34/59 students
	K-2: Percent of students scoring above 40th percentile on MAP (Math)	20% (11/54 Students K-2)	16% (7/45 students K-2 ended 40%+)	6% 3/54 students	28% 15/54 students	63% 37/59 students
	K-5: Percent of students meeting Benchmark on DIBELS by End of Year (ELA)	35% (32/93 students K-5)	32% (30/95 students K-5)	15% (14/93 students K-5)	27% (26/95 students K-5)	42% 41/98 students
	3-5: Percent of students meeting "On Track" or "Advanced" on NSCAS (ELA) by End of Year	15% (6/39 students)	14.8% (7/47 Assessments)	3% (1/39 3-5)	15% (6/39 students)	33% 13/39 students
	3-5: Percent of students meeting "On Track" or "Advanced" on NSCAS (Math) by End of Year	15% (6/39 students)	8% (4/47 Assessments)	3% (1/39 3-5)	7% 3/39 students	18% 7/39 students are above 80th percentile; 18 are above 60th. Cut scores will be released in August by NDE

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Attendance	K-5: Reduce chronic absenteeism by 10% from prior year (47% → 38% students not meeting attendance expectations).	< 38 (Less than 35/93 K-5 students)	47% (49/104)	19% 18/93 K-5 students	26% (27/102 students as of 1/11/24)	22% 23/104 students
Staff Development	In the 2023 -2024 school year, Isanti Elementary School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students	Qualitative Report	N/A	On Track	On Track	Complete
School Culture & Climate	In the 2023 -2024 school year, Isanti Elementary School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions. In the 2023 -2024 school year, Isanti Elementary School will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.	Qualitative Report + INTIP Monthly Observation	N/A	On Track	On Track	Complete
		Staff Survey Report Family Survey Report Student Survey Report	N/A	On Track	On Track	Complete

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	In the 2023 -2024 school year, Isanti Elementary School will host monthly family nights to build relationships with caregivers and stakeholders.	Qualitative Report	N/A	On Track	On Track	Complete
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Strategies and Structures

Academic School Improvement & Staff Development Strategies

Strategy	Data Source	BOY Status	MOY Update	EOY Update
<p>Implement CKLA & Open Up Resources for Tier I Instruction with coaching and feedback structures for continuous improvement. These may include curriculum-based professional learning structures for teachers such as unit and lesson internalization, data analysis, and practice.</p>	<p>TNTP Monthly Observations</p>	<p>After beginning of year observations from TNTP staff:</p> <ul style="list-style-type: none"> All teachers were using the appropriate HQIM for the content observed We saw an average rating on the Core Rubric of 2.2 in the elementary school, with the highest score being Essential Content and the lowest being student ownership <p>100% of core content teachers are engaging in coaching cycles with an Isanti or TNTP coach</p> <p>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</p>	<p>We saw an increase from 2.2 in August to a 2.56 rating on the Core Rubric in November.</p> <p>100% of core content area teachers are continuing to engage in a coaching cycle with a TNTP coach that has included video observations, feedback, and lesson planning.</p> <p>Professional Development in Semester 1 included:</p> <ul style="list-style-type: none"> OUR Curriculum Training Science of Reading Literacy Best Practices Building a Classroom Culture as a Warm Demandar 4 Step Model-Clear What to Do Directions, Positive Narration, 	<p>All teachers are currently using CKLA and aligned interventions for their literacy instruction.</p> <p>The elementary school made the decision mid year to switch from Open Up Resources to Zearn curriculum for math to provide stronger alignment between the Zearn intervention program and the student's Tier I instruction. All teachers ended the year using the Zearn curriculum.</p> <p>Based on the initial round of assessment data, we are seeing an increase in student mastery of grade level concepts across K-5th, and 7th grade, with higher gains being made in K-2nd grade according to daily exit tickets and curriculum unit assessments.</p> <p>We ended the year with Core Rubric Ratings: Elementary: 2.82/4 average, the highest they had all year</p> <p>100% of K-5 teachers are continuing to engage in coaching cycles with a TNTP or Isanti coach. These have been focused on</p>



<p>Adopt Zearn, Boost and Burst as aligned interventions for instructional coherence, using a daily scheduled intervention time for all students.</p>			<p>Redirection, Relationships</p>	<p>strong instructional backwards planning. Professional Development has been focused on creating exemplar exit tickets/formative assessments and using data to drive instruction.</p>
<p>Zearn Data Burst Data</p>	<p>ELA and Math intervention blocks have been started for all K-5 classes, with Zearn being utilized for Math intervention and Amplify Burst being utilized for ELA intervention. For the ELA intervention, DIBELS data is used to group students and provide small group instruction specific to their skill gaps.</p>	<p>100% of K-6 classrooms are using Zearn and completing an average of 1.8 lessons per week, which is an improvement from 1.22 lesson completions 2 months ago. Burst ELA interventions are being implemented K-6, with students receiving daily 15-30 minute intervention lessons from a teacher. 12 more students are making significantly more gains than they were 2 months ago. Students K-5 are utilizing Boost for extra reading comprehension enrichment practice during the ELA intervention block.</p>	<p>Zearn - students have greatly increased the amount of lessons completed each week as evidenced by full week day completion rates. This offers students more exposure to on grade-level math assignments that compliment the work they are doing in core instruction. Full Week Completion 1st Semester: 1.64/3 lessons Full Week Completion 2nd Semester: 2.34/3 lessons Boost - all K-6 teachers are using boost weekly, this program differentiates reading strategies instruction support for individual students. Teachers and students find the program to be helpful. Burst - according to progress monitoring charts we can see significant growth in K-6 students, especially our students in the SPED program. Based on this data we are optimistic to being on track to hitting our EOY goals in both Dibels and MAP ELA for K-2.</p>	



<p>Create a data cycle for student outcomes using curriculum-based assessments as well as MAP, NSCAS, and DIBELS.</p>	<p>Quarterly Data Reports Curriculum Data Structures K-12 Unit Data Tracker</p>	<p>All students have been assessed on MAP, NSCAS, and DIBELS for their beginning of year data Teachers have also started using a summative assessment tracker to be used every time they give a math or ELA summative assessment from the curriculum</p>	<p>After each unit in ELA and math teachers input their data into a tracker and reflect on student outcomes. They then devise a plan to spiral instruction or reteach based on results from assessments. During TNTP's weekly coaching meetings with the campus K-5 coach we discuss Dibels data, unit assessment data, and where students are in relation to our MOY and EOY goals.</p>	<p>Update: After each testing cycle of MAP, NSCAS, and DIBELS teachers met with each individual student and created goals for students to work toward. These were held 1:1. All staff also met with Cindy and Dena to discuss progress and areas to focus on. They also discussed differences in skills addressed in state tests that are not always covered in the curriculum at that time of year and how to address those gaps. Each teacher created a plan to address these.</p>
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School Culture & Climate Strategies, Including Attendance			
Strategy	Data Source	BOY Status	MOY Update
<p>Develop attendance monitoring and intervention team that includes key stakeholders and identifies mechanisms for engagement, support, and building community investment in student attendance. Team: Superintendent,</p>	<p>Monthly chronic absenteeism prediction</p>	<p>Weekly attendance meetings have been started with the Attendance team As of 9/13, the elementary school has 82% of students meeting attendance expectations</p>	<p>We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. We</p>
		EOY Update	<p>TNTP and the Attendance team have continued weekly attendance meetings to review the attendance data and action plan and continue to discuss and update school policies related to attendance. By having a consistent pulse on the chronic absenteeism data, the leadership team was able to intervene early and often when we saw significant changes in attendance rates for</p>



<p>Principals, Truancy Officer, Dean of Students, Operations Coordinator</p>		<p>have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. As part of that time, we have also been reviewing the policies that were already approved and in the student handbook to determine how to best uphold those policies, including change managing anything that hadn't been happening consistently.</p> <p>As of 12/6, the elementary school had a chronic absenteeism rate of 34%, which is currently below their target of 38% this year and an overall 14% decrease in chronic absenteeism from last year.</p> <p>There has consistently been rewards and incentives for students with strong</p>	<p>specific schools or students. Across the year those interventions have included remote learning days for students when weather has warranted closing school, repurposing staff PD days as attendance makeup days, proactively communicating with families about student absences, and providing more medical supports (COVID tests, etc.) when we saw illness be a driver of chronic absenteeism.</p> <p>Ending this school year, the elementary school reduced their chronic absenteeism rate to 26%, which meets their target this year and is a 22% reduction from last year</p>
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<p>Create a leadership reflection structure that analyzes staff feedback on leadership, systems, their development in order to improve school climate.</p>	<p>Survey</p>	<p>The staff survey questions have been drafted The first survey will be given to staff to take on the October all staff PD day</p>	<p>The first of 3 scheduled surveys were given to staff in October to get their perception on how the school year is going and their satisfaction with the priorities of the school.</p>	<p>attendance, and teachers have taken a leading role in reviewing the data and choosing a student to work with each month to help improve attendance. During times when there has been unforeseen circumstances (there was a water main break at the school that flooded multiple classrooms), the K-5 staff rallied together to create remote learning packets and distributed them to students so that they would still be getting learning and we were able to use an existing policy to count those days as remote learning as long as the student returned the packet.</p>	
					<p>Across this year, the leadership team gave 3 staff surveys around the same year-long priorities to get staff feedback consistently. The leadership team reviewed the data after each survey administration to determine what is working, what needs to change, and what leader actions need to happen to respond to staff feedback.</p>



		<p>Staff were asked questions based in research of best education practices and environments regarding:</p> <ul style="list-style-type: none"> ● Leadership ● Instruction & Curriculum: Professional Development ● Coaching Supports ● Staff Satisfaction & Intent to Return ● Investment in Indigenizing Practices ● Holding High Expectations for Students ● 1x: Clarity in roles (paraprofessionals) <p>The principals were shared on the high level response rates of the survey as well as overall trends in the comments. We held a reflection on the survey results to identify areas of strength, areas of growth and root causes, and next step leader actions to address the feedback.</p>	<p>Based on staff feedback around wanting to be more involved in decision making at the school, the principals started holding teacher focus groups centered around key decisions (curriculum implementation, grading policy, etc.). This ensured that teachers had a space to get information before any decisions were made and give their input and feedback. Principals were then able to use teacher input and perspective when making their decisions.</p> <p>Another big success from being intentional about getting and responding to staff feedback was the overall high retention rate of staff. In the elementary school, there is only 1 teacher not returning.</p> <p>The leadership team also reflected on how they could better support their teachers, specifically with building stronger culture in their classrooms. This led to discussion around school wide student culture policies and will be a focus for summer work.</p>
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<p>Work with educators to Indigenize practices and content such that student identity is reflected in their experience.</p>	<p>Weekly Meetings with Consultants Monthly Development Opportunities</p>	<p>Under development - school pursuing coaching structures for Indigenizing practices in K-8 to supplement HS.</p>	<p>Here is a link to the survey report that was given to the local school board</p>	<p>Indigenizing practices work currently focused on High School.</p>
<p>Develop leadership team systems to engage with the community, reflect on feedback, and improve community perceptions of the school's climate and effectiveness. Team: Superintendent, Principals, Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator</p>	<p>Monthly events & Bi-annual Survey</p>	<p>The leadership team has planned all community events for the semester The first community event will be held on September 20th</p>	<p>The leadership team has been holding monthly community events at the school (see below for a list of the Semester 1 events). In December, the school leadership team presented on the current "State of the School" on December 7th. This was open to all community members and overall we saw a really strong turn out. In addition to the monthly events, we also put out a survey to the families and caregivers of Isanti's students to get their input on how they are feeling</p>	<p>The leadership team has been holding monthly community events at the school (see below for a list of the Semester 2 events). The school leadership team has prioritized proactive communication for all family events to ensure that the community is aware and invested in the events that the school is holding and feel welcome to attend. This is the most consistent that the school has held community and family events, focusing on building trust and investment between the school and families. In addition to the monthly events, the 2nd family survey was given to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have.</p>

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			<p><i>about the school as well as any feedback they have. We had 54 responses and will be sharing the data with the Isanti leadership team in January to do a similar review process to the staff survey.</i></p> <p><i>The leadership team is working on creating a Semester 2 calendar of monthly community events as well.</i></p>	
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